



Quality Mark

EARLY YEARS VISIT FEEDBACK REPORT

School/Setting name	Garretts Green Nursery	Visit date	12 February 2019
Headteacher	Claire Henebury	NOR	52
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A brief context of the School/Setting

Garretts Green Nursery School is a stand-alone maintained nursery. The School admits children living closest to the school from a range of socio-economic, linguistic and ethnic backgrounds, varying slightly with each cohort. The school caters for 52 FTE children, who attend for either 15 or 30 hours. The majority of the children spend three terms in school but, in exceptional situations, may return in their Reception year. Occasionally, the school is also able to offer a small number of places in January to children whose third birthday falls during the autumn term. Garretts Green Nursery School has an additional six places in its SENAR-funded Enhanced Provision for children with an EHCP and a diagnosis of autism. Most of the children spend three terms in the Resource Base during the Reception year

Visit Type <i>(Delete as appropriate)</i>	Renewal Visit (RV)
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher and/or Senior Leaders YES	Communication / Language Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Child representative(s) YES	Governors/Trustees YES	Parent representatives YES

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Does the School/Setting meet the requirements of the Quality Mark? <i>YES/NO If No please add comments</i>	‘Learning Walk’ completed? YES
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The previous development points have been implemented. YES	List any noteworthy evidence.
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List of development points from the previous visit report and the resulting actions taken, if appropriate:

To continue to extend the learning opportunities through open ended activities.
 This has been met demonstrated by exciting and stimulating Learning opportunities for the children with a broad curriculum which includes Forest School, mud kitchen, and a wide range of learning experiences. There is a consistent emphasis on skill development in communication, reading, writing and mathematics and a number of strategies are in place to support pupil progress across the curriculum.

To develop the learning opportunities for those children accessing the 30-hour entitlement.
 This has been met with grouping and appropriate timetabled activities.

To maintain the standards in maths and literacy.
 This has been achieved supported by assessment outcomes and is demonstrated by the progress reported.

Suggested areas for development (*Maximum of 3 points*), in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

1. To continue to improve outcomes for children enabling even more children to exceed age related expectations
2. To further develop the UNICEF Rights respect across the school in order to achieve silver recognition.

Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:
*Assessors to complete the boxes below using **brief bullet points** and delete those elements not relevant to this particular visit.*

- *For an initial assessment, **ALL** elements must be reviewed, and evidence recorded.*
- *For a renewal visit those particular elements relating to the rising trends of good practice*

should be recorded.

- *For an ISAR visit only those elements discussed during the informal meeting need to be recorded.*

Early Years Quality Mark Elements

1. A whole setting strategy and planning to improve young children's abilities and achievements

The staff work well together at Garretts Green Nursery and this effective teamwork is a strength of the School. The Leadership team are excellent role models for inclusive principles and clearly successfully engage all Stakeholders connected to the Nursery to create a sense of "community". This was evident through discussions with different members of the Nursery community including Governors, Parents and the School staff. The Vision is shared through the Inclusion Policy, the Development Plan and all documentation sent to parents. Weekly planning meetings are tightly focused on children's interests and key objectives. Staff meet to discuss observations from the week that they have observed during continuous provision and adult-led group learning. Staff share observations from the week and talk about what the children have been interested in. Using the interests of the children, and the objectives that need covering, staff plan activities to support this and enhance the environment. The setting has detailed overall plans that have realistic and challenging aims for improving its provision, practice and overall performance. It specifically includes plans for improving including communication, language and mathematical development skills.

2. An analysis of the assessment of young children's abilities and achievements

The Early Years assessment process involves practitioners observing the children so they can understand the child's level of achievement, interests and learning styles. Assessments are shared with parents and carers through tapestry. Any learning or development needs are addressed with parents, carers and any other relevant professionals. Planning is differentiated for the ability of each child. The staff incorporate Speech and Language programmes and children's Action Plans into the planning. Staff use Tapestry and have professional discussions to agree upon an age bracket a child may be working within. Practitioners actively carry out observations during child-initiated sessions. Rapid progress has made between the Baseline and the Autumn 2 assessment, and most children are on track to achieve key targets identified following the baseline. The ongoing areas to focus on in order to maintain, and increase this progress are number, speaking and managing feelings and behaviour, specifically with boys, summer born and EAL groups in mind.

3. Setting appropriately high expectations for young children's development

Children experience a variety of activities, some of which are adult-led and others are self-chosen. The curriculum is developed around children's individual needs and interests. Children have access to the outdoor area and are encouraged to be physically active. The Nursery has an excellent outdoor environment including a forest school, this is used daily to support the development of the children's physical and social skills. During the visit I found the children to be confident, independent and they demonstrated that they are learning the skills needed in readiness for their move on to school. The learning opportunities within the environment are very visible with appropriate challenge to meet the development bands of most of the children. On the day of my visit I observed a group of children participating in a Café based scenario, which demonstrated excellent independent interaction and extensive language.

4. Planning 'next steps' in learning for young children's development

Effective tracking procedures are in place. As several children enter the Nursery below and well below

age expected levels in communication and language, some children have language targets. The Nursery uses Tapestry profile to capture learning and link to EYFS development matters statements. Staff meet weekly and identify the next steps in learning and this informs planning. This information is shared with all staff so that everyone knows who the focus children are for the week and their next steps.

5. Regular review of progress made by all children

Regular Progress meetings ensure that progress is maintained and that interventions are timely and appropriate to the individual's needs. Each half term the children's progress and attainment are decided using a combination of observations, test results, target sheets and teacher assessment. These are put onto the tracker and analysed. Individual pupils who are under attaining are identified. Systems are in place for sharing information and communicating with parents. The Learning journey is an excellent way for parents/carers to see what their child has been learning at the nursery. Other agencies are engaged in a shared partnership to review children's progress.

6. A commitment to improving the skills of all practitioners

All staff are appropriately qualified in Early Years and hold several other qualifications. The leadership team ensures that members of staff are involved in developing the CPD and teaching and learning of all staff so that it impacts directly on the children and their performance. The high status and commitment given to CPD has resulted in a skilled and well-motivated staff who are very well positioned to ensure the progress of all children.

7. A balanced use of child-initiated and adult guided play-based learning

The curriculum is carefully planned with a balanced timetable incorporating a range of child initiated, adult led and adult directed activities. This is to enable children to learn new skills and knowledge with adult support then provide time for the children to develop and practise their new learning during their play. The indoor learning environment is continually being developed into appropriately resourced learning spaces. The outdoor environment has been developed and the space has been creatively developed to provide a multitude of learning opportunities. It offers the children regular opportunities to achieve and develop confidence through kinaesthetic learning in an exciting environment. This enables children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings, allowing relationships based around trust and self-exploration to develop. Opportunities for independence are constantly promoted throughout the setting. This was exemplified through Self-Registration and choosing activities. Access to outside areas is frequent and encouraged. The Leadership Team are always developing ideas and plans to develop the outside areas for the setting. There are many examples of signs and symbols to support the children's learning.

8. The use of appropriate environments and resources

All Children in the nursery have access to indoor and outdoor continuous provision sessions. Most resources are stored at child level in order to develop independence. Each area is text rich with lots of signs, labels, numbers, letters and words linked to learning. The outdoor areas are regularly zoned into specific learning zones. There are open-ended resources as well as lots of mark making equipment that can be transferred between different areas. Children are expected to use and put away resources independently and to put on coats and aprons when they are needed, as well as waterproofs if necessary. The whole nursery experience is delivered in an inspirational way that offers the children regular opportunities to achieve and develop confidence through hands-on learning in an exciting environment. This enables the children to become comfortable with an indoor and outdoor approach

to education and play whilst in familiar surroundings, allowing relationships based around trust and self-exploration to develop.

There were displays of children's "work and achievements" in the learning zones, many of which reflected the inclusive and good practice within the Nursery. My observations and involvement with the children throughout the visit clearly demonstrated that they are happy within the safe, caring and nurturing environment of the Nursery. Staff lead by example in listening to and respecting children's ideas. Teaching in small group and short sessions, which are highly effective in developing children's knowledge of number and sounds. Children learn at a good rate because the teacher knows their needs well. This meant that the explanations, questions and activities were all pitched at just the right level for every child to enjoy success. Processes of monitoring children's progress in learning are highly effective in recognising their individual achievements and identifying the next steps in each child's learning.

9. Partnership working between families, carers, practitioners and professionals in supporting young children's learning and development

Garretts Green continues to place an emphasis on establishing positive relationships with parents and carers, working in partnership, sharing knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. There is an open and approachable ethos. In conversation with the Head Teacher, it was clear that the school places great emphasis on the importance of working in partnership. Most parents have daily contact with their child's key person. This communication is supported by newsletters, notice boards, the website and text messages. Working parents are encouraged to phone/email to share any information or concerns. Parents can make an appointment with the Head Teacher inside or outside of school hours. Parents said, "It is like dropping off your child to a member of your family. The staff instil confidence in our children and meet every child's individual need."

10. An effective procedure for monitoring, planning and assessing improvement in practice and provision

Monitoring of planning and provision is carried out to ensure children are continually developing the skills needed. The leadership team under the direction of the Headteacher ensures that the children are receiving daily, quality English and Mathematics sessions. Activities are planned so that learning takes place both inside and outside. The setting has procedures in place for monitoring and evaluating its strategic direction. This occurs through attending specific training organised by quality practitioners and sharing 'good' practice with other similar settings. External viewpoints are always sought from all stakeholders including parents. The Local Authority, Ofsted and other external bodies provide information and advice for improvements. All staff play a part in self-evaluation and views are sought on all aspects of their work. Governors are involved with Learning Walks and challenge the leadership team.

A brief summary of the strengths/ developments since the last visit:-

The Nursery is now in the process of obtaining the silver level in the Rights Respect schools award (RRSA), which provides a framework for pupil participation based on the UN Convention on the right of the child. This is well embedded in the curriculum and is evidenced around the Nursery.

Additional Comments or action (if applicable)

The setting has once again met all the standards required to achieve the Early Years Quality Mark. The whole team were very well prepared for the visit and there is plenty of evidence to meet all the required elements.